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ABSTRACT

Specific uses and outcomes of studies conducted with the Inventory of Individually Perceived Group Cohesiveness (IIPGC) are described. This document serves as a supplementary guide to field studies and normative data obtained in reference to the IIPGC. The Inventory of Individually Perceived Group Cohesiveness is a self-report measure of an individual's perception of 20 items of content referencing a group's cohesiveness. Cohesiveness is defined as that group property that can be perceived by individual members regarding the degree, extent, or strength of mutual attention given by the membership to processes of cooperation, control, and task communication. The brief study reports include information on sample characteristics, settings, number of meetings observed, observer identity, and results. Specific details and normative summaries from the more than 20 field studies, including intra-group comparisons among members and leaders and intergroup comparisons among group and observer scores, are also appended. (Author/MV)

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TECHNICAL REPORT, NUMBER TWO
Summary of Field Studies and Uses of the INVENTORY OF
INDIVIDUALLY PERCEIVED GROUP COHESIVENESS (IIPGC)

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I. Introduction

This Technical Report, Number Two is intended to describe and report in somewhat more detail some of the specific uses and outcomes of studies conducted with the Inventory of Individually Perceived Group Cohesiveness (IIPGC). This report is designed to serve only as a supplementary guide to field studies and normative data obtained in reference to the IIPGC. Users of the research edition of the IIPGC are urged to communicate with the author and share with the Institute of Human Resources their uses, problems, and findings with the IIPGC. In turn, future research reports, supplements, and materials can be made available to you.

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III. Description

The Inventory of Individually Perceived Group Cohesiveness is a self-report measure of an individual's perception of 20 items of content referencing a group's cohesiveness.

Cohesiveness is defined as that group property that can be perceived by individual members regarding the degree, extent, or strength of mutual attention given by the membership to processes of cooperation, control, and task communication.

Although many small group researchers have subscribed to a view that the cohesiveness of a group is generated by a variety of independent forces (c.f., Festinger, Schachter, and Back, 1950), a number of reported studies tend to use almost exclusively sociometric measures of interpersonal "attraction." It is the author's impression that the term, attraction, tends to be too easily elaborated and obscured in meaning with many other forms of emotional attachment, personal satisfaction, and unification with others; i.e., it becomes synonymous with the term, solidarity. The IIPGC attempts to limit the concept of cohesiveness somewhat to those ongoing, but variable social processes which can be observed more readily and reflected upon more easily than the problematic and often fleeting impressions, imagery, intentions, and emotional reactions of self and others.

The IIFGC consists of 20 content items referencing respectively the three dimensions of communication or influence regarding the task (items #1, 3, 5, 11, 12, 18, 19, 20), cooperation (items # 2, 7, 9, 10, 14, 16, 17), and expectational control (items # 4, 6, 8, 13, 15). The measure asks each respondent to estimate the degree of attention given in the focal group of interest to each of the items according to the following numerical scale (0 = no emphasis, 1 = slight emphasis, 2 = moderate emphasis, 3 = strong emphasis, 4 = a great deal of emphasis). The summed values yield a total (IIFGC) score (range 0-80) and the respective IIFGC factor scores-- task communication (TCOM, range 0-32), cooperation (COP, range 0-28), and expectational control (EXCON, range 0-20). Individual scores may be summed to yield nominal group cohesiveness (GC) scores. The eventual theoretical and empirical importance of these inter-related aspects of group cohesiveness await further inquiry, use, and refinement.

Time of administration (pre or post-session)

Untimed, but typically no longer than 12 to 15 minutes.

Scoring

Hand-recorded and scored.

Form

One research edition which may be completed by group members (fourth grade and up), observers, evaluators, researchers, etc.

This Technical Report, Number Two summarizes studies from a wide range and variety of natural social groupings. For example, pre-school, day-school, and after-school classrooms; directed and self-paced study groups; counseling, training, and special purpose or interest groups; professional, civic, social, religious, political, recreational, fraternal, sorority groups; clubs, and committees, etc. have been sampled. Also, a rich variety of group sizes (2-30), composition (age, sex, racial-ethnic identity, education, social class, etc.), and settings (playgrounds, conference rooms, pizza parlors, hospitals, waiting rooms, kitchens, libraries, etc.) have been included. Specific details and normative summaries from more than 20 different field studies including intra-group comparisons among members and leaders and inter-group comparisons among group and observer scores follow.

IV. Study Reports

Study 4.3

Sample. A small, professional staff of three in a Family Social Service agency which has been meeting for six months on a weekly basis. Two females (one is the director) and one male (age range 35 to 45, mean age 40.1). Each person has a Masters degree in social work.

Setting. A city-based, social service conference room

Number of Meetings Observed. 4 (staff meetings)

Coder Identity. Graduate student

Results. The IIPGC was administered to the group before the first session and after the fourth session. No observer scores were reported. Group members perceived more influence regarding the

TABLE 1.
(group mean scores)

Session	Task	Cooperation	Control	Total
1	17.7	4.3	8.7	30.7
4	16.3	3.3	6.7	26.3
(n=3)	-1.4	-1.0	-2.0	-4.4

task, than cooperation and control. There was a consistent drop in group cohesiveness at the end of the fourth session compared to the first session.

Study 4.5

Sample. An undergraduate student recruitment committee for a private, Baptist college's student foundation (n=9, 5 white females, 4 white males) which had been operating with a changing membership for four years. Present members all juniors and seniors, mean age 20, with one designated leader and one assistant leader for each meeting (topic).

Setting. A second floor, college campus building

Number of Meetings Observed. 2 (planning)

Observer Identity. Graduate student

Results. The IIPGC was administered to the group only after the second session. The group observer completed the IIPGC after the first and second sessions. The observer perceived more

TABLE 2.
(mean scores)

Session	Observer				Group			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
1	28	23	15	66				
2	23	15	14	52	21.6	15.2	10.7	47.6
(n=9)	-5	-8	-1	-14				

cohesiveness and expectational control than did the nominal average group member after the second session. Also, a general decrease in perceived cohesiveness was observed between the first and second session.

Study 4.6

Sample. A small group of 12 predominantly black girls in a First Baptist Church-sponsored Community Action Recreation and Education program. The group meets regularly on Friday afternoons for 30 minutes of Bible study and 60 minutes of recreation.

Setting. Church basement in a low-income neighborhood

Number of Meetings Observed. 3 (Bible study)

Observer Identity. Graduate student

Results. The IIPGC was administered to the group after the first and third sessions. The group observer completed the IIPGC after each session, but no breakdown into task, cooperation, and control scores is reported. Although designated leaders worked with the group, no scores are reported for them. The observer

TABLE 3.
(mean scores)

Session	Observer Total	Group Total
1	39	
2	43	
3	39	59.4
(n=12) overall mean	40.3	

perceived consistently less group cohesiveness than did the nominal average group member after the third session.

Study 4.7

Sample. An undergraduate student entertainment committee at a private, Baptist college (n=6, 2 males, 4 females) meeting weekly with a designated leader.

Setting. A college-based, conference room in the student union building

Number of Meetings Observed. 2 (planning)

Observer Identity. Undergraduate student

Results. The IIPGC was administered after the second session only by the group members and after two sessions by the observer. No task, cooperation, and control scores are reported for group members. The observer perceived less cohesiveness and approximately

TABLE 4.
(mean scores)

Session	Observer				Group			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
1	30	23	10	63				
2	28	18	8	54				54.8
(n=6)	29.0	20.5	9.0	58.5				

the same degree of group cohesiveness as did the nominal, average group member after the second session.

Study 4.8

Sample. A small staff of 5 family home workers for the Alliance Family Home Care agency. The all female group consisted of one college graduate supervisor and four noncollege workers (2 white, 2 black, 1 brown). Ages ranged from 23 to 53. The group had been meeting for over one year regularly on Tuesday afternoons and Thursday mornings.

Setting. A social agency setting in a downtown city location

Number of Meetings Observed. 3 (discussions)

Observer Identity. Graduate student

Results. The IIPGC was administered once to the group after the third session and was completed after each of the three sessions by the observer. Generally, the observer perceived approximately the same degree of cohesiveness and more cohesive-

TABLE 5.
(mean scores)

Session	Observer				Group			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
1	27	12	15	54				
2	29	13	15	57				
3	25	13	15	53	23.0	15.4	11.8	50.2
(n=5)	27.0	12.7	15.0	54.7				

ness over the three sessions than did the average group member after the third session. Also, more emphases on the task and expectational control were observed.

Study 4.9

Sample. A small Campfire Girl troop of 9 members who attend the same grade (4th) and school. An adult leader structures the group's activities.

Setting. An informal activity room

Number of Meetings Observed. 2 (activities and games)

Observer Identity. Undergraduate student

Results. The IIPGC was completed once by the group after the second session, and after both sessions by the observer. The observer perceived more cohesiveness after the second session than after the first. The observer perceived more cohesiveness than the nominal, average group member did after the second session. Also, more emphases on task and expectational control were observed at the second session. (See TABLE 6. on the top of Page 7.)

TABLE 6.
(mean scores)

Session	Observer				Group			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
1	24	24	10	58				
2	31	22	15	68	16.3	22.8	11.3	50.5
(n=9)	27.5	23.0	12.5	63.0				

Study 4.10

Sample. An undergraduate pledge class of six girls for the Angel Flight organization (mean age 19) which meets twice weekly with a formally designated leader on Monday and Thursday afternoons. The group terminates after six months.

Setting. Drawing room of a student union building and, alternatively, an Air Force Detachment Center

Number of Sessions Observed. 2 (planning)

Observer Identity. Undergraduate student

Results. The IIPCC was administered once to the group after the second session. The observer completed the IIPCC after each session. The observer reported less cohesiveness at the second

TABLE 7.
(mean scores)

Session	Observer				Group			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
1	26	18	12	56				
2	24	15	11	50	17.5	14.5	11.0	43.0
(n=6)	25.0	16.5	11.5	53.0				

session, but consistently more cohesiveness across both sessions than did the average group member at the second session. A greater discrepancy (7.5 points) between the observer's scores and the average group scores was registered in the task influence area.

Study 4.12

Sample. A small female group of three newspaper employees (mean age 29.3)

Setting. Observed in one of the member's home in Dallas, Texas

Number of Sessions Observed. 4 (discussion of interviewing)

Observer Identity. Graduate student

Results. The IIPGC was administered to the group after the first and after the fourth sessions. No observer scores were reported. The scores for the group leader and the other two members were compared. The total and by factor perceived cohesiveness scores

TABLE 8.
(mean scores)

	Session 1			Session 4		
	Leader	Members	Group	Leader	Members	Group
TCOM	21	19	20.0	20	16	21.6
COP	19	20	18.0	15	22	19.6
EXCON	14	7	11.0	11	12	11.3
TOTAL	54	46	49.0	46	50	52.6
Grand Means for Sessions 1 and 4						
	Leader	Members	Group			
TCOM	20.5	17.5	20.8			
COP	17.0	21.0	18.8			
EXCON	12.5	9.5	11.1			
TOTAL	50.0	48.0	50.8			

increased on the average for the group after the fourth session compared to the first session observed. However, it should be noted that all of the cohesiveness scores for the group's informal leader dropped by the fourth session, but the other members' cooperation, control, and total scores went up. With the exception of the perceived influence regarding cooperation score, the leader's cohesiveness scores remained at each session and on the average consistently higher than did member scores.

Study 4.13

Sample. A Sigma Tau Epsilon, undergraduate, pledge class consisting of four, white males (mean age 21). The group was formed in the Fall of 1973 and has been meeting weekly on Monday evenings for the last three months. The group has a formally elected president (leader).

Setting. Fraternity house on the college campus and, alternatively, at a member's apartment

Number of Sessions Observed. 3

Observer Identity. Undergraduate student

Results. The IIPGC was administered to the group only after the third session. The observer completed the IIPGC after each session. The observer's cohesiveness scores tended to be lower

TABLE 9.
(mean scores)

Session	Observer				Group			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
1	21	16	15	52				
2	19	21	16	56				
3	18	19	14	51	19.3	24.8	14.8	58.8
(n=4)	19.3	16.7	15.0	53.0				

by session and on the average than the average group member scores at the conclusion of the third session. The greatest mean discrepancy (8.1 points) occurred on the perceived influence regarding cooperation factor.

Study 4.14

Sample. A committee of three, white, undergraduate, female workers for an Association for Retarded Children (mean age 19). The group meets twice weekly and has no designated leader.

Setting. Agency offices

Number of Sessions Observed. 3

Observer Identity. Undergraduate student

Results. The IIPGC was administered to the group after the third session. The observer completed the IIPGC after each session. The observer perceived the most cohesiveness after the second session. She observed slightly less cohesiveness than the average group member at the end of the third session.

TABLE 10.
(mean scores)

Session	Observer				Group			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
1	14	17	4	35				
2	25	20	14	59				
3	14	19	6	39	15.0	20.6	5.6	41.3
(n=3)	17.7	18.7	8.0	44.3				

Study 4.15

Sample. An all white, female, Bible study group (mean age 21) consisting of six undergraduate members. The group has no formal leader, but one informal leader plans the weekly lesson and directs the discussion.

Setting. One student member's room

Number of Sessions Observed. 2

Observer Identity. Undergraduate student

Results. The IIPGC was administered to the group after the second session. The observer completed the IIPGC after each session. The observer reported on the average slightly more

TABLE 11.
(mean scores)

Session	Observer				Group			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
1	18	18	12	48				
2	15	23	12	50	19.3	17.6	12.8	50.5
(n=6)	16.5	20.5	12.0	49.0				

emphasis on perceived influence regarding cooperation than did the average group score at the second session. However, the nominal, average group score at the second session tended to be slightly higher on the total cohesiveness, task, and control scores.

Study 4.16

Sample. The white, undergraduate Executive Council of the Baptist Student Union. The group consists of 14 members (mean age 20, 8 male, 6 female). The group meets weekly on Mondays at 4:00 p.m. The group has one designated leader and two, additional formal leaders, the Baptist Student Union Director and the Freshmen Baptist Student Union Director.

Setting. A campus-based Baptist Student Union building

Number of Sessions Observed. 3 (scripture reading and discussion)

Observer Identity. Undergraduate student

Results. The IIPGC was administered to the group and the two Directors once after the third session. The observer completed

TABLE 12.
(mean scores)

Session	Leaders (n=3)				Group (N=14)			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
3	24.0	24.0	14.7	62.7	24.6	23.0	16.8	64.5
Session	Observer							
	TCOM	COP	EXCON	TOTAL				
1	25	25	16	66				
2	23	23	13	59				
3	26	25	16	67				
	24.7	24.3	15.0	64.0				

the IIPGC after each session. The observer perceived the least amount of cohesiveness at the second session. The observer perceived more cohesiveness than did the average leader or group member at the third session. The average group member perceived more cohesiveness and more influence regarding expectational control than did the average leader at the third session.

Study 4.18

Sample. A small group of three, white, male upper-middle class bank officers (mean age 45) who work and eat together regularly.

Setting. A large, urban bank office

Number of Sessions Observed. 4

Observer Identity. Undergraduate student

Results. The IIPGC was administered before the first session and after the fourth session. No observer scores were reported. The group perceived consistently more total and by factor cohesiveness by the fourth session.

TABLE 13.
(group mean scores)

Session	TCOM	COP	EXCON	TOTAL
1	21.0	20.0	12.0	53.0
4	24.3	22.3	14.0	60.6
(n=3)	+3.3	+2.3	+2.0	+7.6

Study 4.21

Sample. A group of 16 male, Air Force ROTC cadets at a private college in Texas. The group has been meeting regularly at 8:00 a.m. on Tuesday and Thursday mornings for four months. A college professor is present at the meetings, and at each meeting he selects a student to lead the group in the discussion of a controversial topic.

Setting. A college-based, ROTC classroom

Number of Sessions Observed. 2 (discussion)

Observer Identity. Undergraduate student

Results. The IIPGC was administered once after the second session. The observer perceived more cohesiveness and more communication regarding the task and cooperation than did the average group member at the second session. The average group member perceived

TABLE 14.
(mean scores)

Session	TCOM	Observer			Group (n=16)			
		COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
2	25	17	10	52	17.6	13.8	11.0	42.4

slightly more communication regarding expectational control in the classroom.

Study 4.22

Sample. A family group of three, white, adult undergraduate students including a married couple and the husband's brother. All three persons were raised in Southern Baptist homes and are conservative politically.

Setting. The family's home

Number of Sessions Observed. 4 (discussions before dinner during one Easter vacation)

Observer Identity. Graduate student

Results. The IIPGC was administered before the first and after the fourth session. No observer scores are reported, but a prediction of decreased cohesiveness over a vacation period was made. The group showed a significant drop in perceived cohesiveness over a period of four observation sessions, particularly in

TABLE 15.
(group mean scores)

Session	TCOM	COP	EXCON	TOTAL
1	22.3	25.3	13.0	60.6
4	20.3	18.0	13.0	51.3
(n=3)	-2.0	-7.3	0.0	-9.3

perceived cooperation (-7.3) and communication regarding a task (-2.0). The prediction of decreased cohesiveness in this small, family group was supported.

Study 4.23

Sample. A small, female group of 10 third-graders (mean age 9.5) in a Brownie troop. The group meets weekly, and their activities are supervised by a troop leader appointed by the local Girl Scout Council.

Setting. A city-based, elementary school classroom

Number of Sessions Observed. 2

Observer Identity. Undergraduate student

Results. The IIPGC was administered to the group after the second session. The observer completed the IIPGC after each session.

TABLE 16.
(mean scores)

Session	TCOM	Observer		TOTAL	Group			
		COP	EXCON		TCOM	COP	EXCON	TOTAL
1	26	19	13	58				
2	27	21	15	63	25.1	27.7	13.4	66.2
(n=10)	26.5	20.0	14.0	60.5				

The observer perceived less total cohesiveness and cooperation overall than the average group member did at the second session. The observer perceived more communication regarding the task or goal and slightly more expectational control than did the average group member did at the second session.

Study 4.24

Sample. A small college Film Society committee of 6 members including a designated director, two assistant directors, a secretary, and a treasurer. The group has a well-defined chain of command, assigned duties, and provisions for the transfer and succession of officers and duties.

Setting. A college-based office

Number of Sessions Observed. 2

Coder Identity. Undergraduate student

Results. The IIPGC was administered to the group after the second session. The observer completed the IIPGC after each session.

TABLE 17.
(mean scores)

Session	Observer				Group			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
1	27	8	14	49				
2	17	4	9	30	25.3	15.3	15.0	55.5
(n=6)	22.0	6.0	11.5	39.5				

The average group member reported a great deal more perceived cohesiveness than did the observer at the second session particularly on the cooperation factor.

Study 4.25

Sample. A small group of 6 white, female teachers (mean age 28.3) of children from migrant worker families in Texas who meet regularly on Monday afternoons at a local State Educational Service Center.

Setting. A city-based, service center conference room

Number of Sessions Observed. 3

Observer Identity. Graduate student

Results. The IIPGC was administered to the group after the third session.

TABLE 18.
(mean scores)

Session	Observer				Group			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
1	24	18	13	55				
2	26	17	13	56				
3	26	17	13	56	26.0	20.8	11.0	57.8
(n=6)	25.3	17.3	13.0	55.7				

The observer completed the IIPGC after each session. The observer perceived less cohesiveness across three sessions than did the

average group member at the third session particularly in perceived cooperation. The observer reported consistently higher expectational control than did the average group member at the third session.

Study 4.26

Sample. A small religious education group of seven black, low socio-economic males (mean age 13.8) and one, white, middle-class, 20 year old female leader. The group has been meeting regularly on Friday afternoons for approximately two years.

Setting. The church annex offices of the First Baptist Church

Number of Sessions Observed. 2 (Bible study)

Observer Identity. Undergraduate student

Results. The IIPGC was administered to the group after the second session. The observer completed the IIPGC after each session. The

TABLE 19.
(mean scores)

Session	TCOM	Leader			Group			
		COP.	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
2	14	15	6	35	20.6	16.3	11.8	48.6
Session	TCOM	Observer						
		COP	EXCON	TOTAL				
1	11	10	5	26				
2	15	17	5	37				
(n=8)	13.0	13.5	5.0	31.5				

average group member perceived consistently across all dimensions more cohesiveness than did either the designated leader and the observer at the second session.

Study 4.28

Sample. A small group of eight white members (mean age 20) of a Financial Affairs Undergraduate Student Committee (4 males, 4 females). The group meets weekly for six months with two designated leaders.

Setting. A campus-based student office

Number of Sessions Observed. 3

Observer Identity. Undergraduate student

Results. The IIPGC was administered to the group once after the third session. No observer scores were reported. The leaders

TABLE 20.
(mean scores)

Session	Leaders				Group (n=8)			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
3	26.0	21.5	18.0	65.5	25.9	20.4	17.1	63.1

perceived consistently and on the average more perceived cohesiveness than did the average group member at the third session.

Study 4.29

Sample. A small group of 10 white, female, undergraduate students (mean age 20.5) who make up the Executive Council of the Athenian social club. The group elects new officers (leader is the President) and inter-club representatives each semester. The club meets regularly on Monday afternoons.

Setting. A campus-based, clubroom

Number of Sessions Observed. 3

Observer Identity. Undergraduate student

Results. The IIPGC was administered to the group after the third

TABLE 21.
(mean scores)

Session	TCOM	Observer			TOTAL	Group			
		COP	EXCON			TCOM	COP	EXCON	TOTAL
1	20	15	12		47				
2	17	10	9		36				
3	24	14	11		49	22.3	15.1	12.7	50.2
(n=10)	20.3	13.0	10.7		44.0				
Session	TCOM	Leader			TOTAL				
		COP	EXCON						
3	24	15	11		50				

session. The observer completed the IIPGC after each session. The observer perceived consistently less cohesiveness on the average than did either the group leader or the nominal, average group member at the third session. The leader perceived somewhat more influence regarding the task and slightly less cooperation and expectational control than did the average group member at the third session.

Study 4.30

Sample. A small group of five, white, Protestant females who make up the nominating committee of the Phi Delta Sorority for six months. The group meets three times during the six months with an elected President.

Setting. A campus-based, sorority meeting room located in the Student Union Building

Number of Sessions Observed. 2

Observer Identity. Undergraduate student

Results. The IIPGC was administered to the group after the second session. The observer completed the IIPGC after both sessions. The average group member at the second session consistently and on

TABLE 22.
(mean scores)

Session	Observer				Group			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
1	18	8	8	34				
2	26	11	10	47	25.6	12.4	10.2	48.2
(n=5)	22.0	9.5	9.0	40.5				

the average perceived more cohesiveness than did the observer at the first or second session.

V. Summary

In elementary and secondary school-age groups the average group members tended to perceive more cooperation, expectational control, and overall cohesiveness than did the group observers (See TABLE 23.). However, the observers did tend to see more task or goal-related communications in the groups than did the average group members.

SUMMARY TABLE 23.
MEAN PERCEIVED COHESIVENESS BY ELEMENTARY
AND SECONDARY SCHOOL-AGE GROUPS

Number of Sessions	Observer			
	TCOM	COP	EXCON	TOTAL
9	-	-	-	47.9
6	22.3	18.8	10.5	-

Number of Sessions	Leader				Group			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
1	14	15	6	35	-	-	-	-
4	-	-	-	-	-	-	-	56.2
3	-	-	-	-	20.7	22.3	12.2	-

In college-age and campus-based groups the average group members tended to perceive consistently more overall cohesiveness, cooperation, expectational control, and slightly more task communication than did the group observers (See TABLE 24.). However, the leaders for these groups, i.e. whose scores were reported, tended to perceive consistently and on the average more cohesiveness than did the group members.

SUMMARY TABLE 24.
MEAN PERCEIVED COHESIVENESS BY
COLLEGE-AGE AND CAMPUS-BASED GROUPS

Number of Sessions	Observer			
	TCOM	COP	EXCON	TOTAL
26	21.2	16.4	11.0	48.7

Number of Sessions	Leader				Group			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
3	24.7	20.2	14.6	59.4	-	-	-	-
12	-	-	-	-	-	-	-	51.7
11	-	-	-	-	21.3	17.5	12.5	-

In adult and/or professional groups the observers tended to perceive on the average more task communication, expectational control, and

overall cohesiveness than did the group members and more task communication and expectational control than the group leaders. (See TABLE 25.) The group members perceived more cooperation on

SUMMARY TABLE 25.
MEAN PERCEIVED COHESIVENESS BY ADULT
AND PROFESSIONAL GROUPS

Number of Sessions	Observer			
	TCOM	COP	EXCON	TOTAL
6	26.2	15.0	14.0	55.2

Number of Sessions	Leader				Group			
	TCOM	COP	EXCON	TOTAL	TCOM	COP	EXCON	TOTAL
2	20.5	17.0	22.5	50.0	-	-	-	-
9	-	-	-	-	23.6	18.6	12.5	54.6

the average than either the leaders or observers.

Finally, taking into account all 22 studies reported here, it appears (See TABLE 26.) that on the average observers perceived

SUMMARY TABLE 26.
OVERALL MEAN PERCEIVED COHESIVENESS
(n=22 studies)

	Observers	Leaders	Groups
TCOM	23.2	19.7	21.9
COP	16.8	17.4	19.5
EXCON	11.8	14.4	12.4
TOTAL	50.6	48.1	54.2

more task communications than group members or leaders. Group members perceived more cooperation in the group than did leaders or observers. Group leaders perceived more expectational control in their groups than did group members or observers. Group members perceived on the average more total cohesiveness than did observers and leaders.

REFERENCES

Festinger, L., Schachter, S., & Back, K. Social Pressures in Informal Groups: A Study of Human Factors in Housing. New York: Harper, 1950.